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ABSTRACT

To address the issue of a teacher's self image, a holistic teaching model was used at the University of Wisconsin-Oshkosh. Teachers, student teachers, and preservice students enrolled in a course featuring the Symmetrical Model. The model presents a framework for perceiving self in completeness or symmetry for consideration in an educational program. The framework consists of seven facets of being: alive, purposive, intelligent, loving, moral, truthful, and spiritual. The investigation of this course had two goals: to assess the effect of teachers' learning and applying the Symmetrical Model with their pupils on the self perception of teachers, and to note how teachers applied the model in their classrooms. A survey was conducted to assess the self concept of the participants prior to taking the course, and a post test measured changes in self concept. Implications of this study indicate that use of the Symmetrical Model in creativity classes can have a direct and decided influence upon improving teachers' self images. Teachers, when given the Symmetrical Model to apply in their classrooms, receive a direct benefit for themselves in terms of self perception. (JD)

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Self-Image of Students in a Creativity Course*

Students in a university receive instruction over a period of months with little concern being given to the image the student may have regarding himself or herself as a human being or a complete person. The subject matter of a course is by definition de-limited and too often provides for but one side of an individual's being--her aptitude or demonstrated ability for that specific content area. Yet, there is more to a person than his intelligence in a subject area. How a person perceives self is basic to a feeling of well being, aptitude, and success.

Today, the self-concept of teachers is said to be at an all time low as evidenced in reports of a high rate of teacher absenteeism, feelings of depression at the end of a school day, and the comment often stated by teachers that "nobody cares how the teacher feels anymore".

The "back to basics" movement hasn't helped to soften this picture, either. It rather compounds the problem by causing teachers to experience a sense of failure leading to a lower self-concept, when the cry is made that "students can't read, write, or compute".

To address the issue of a teacher's self-image and the imbalance in the educational program, a holistic model was used at the University of Wisconsin-Oshkosh. Students enrolled in a course entitled "Creativity in the Classroom" were introduced to the Symmetrical Model, a

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*This study was based on data obtained from a project initiated as a research member of the Effective Educator's Institute at University of Wisconsin-Oshkosh - College of Education and Human Services.

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paradigm for confluency in education and a construct for perceiving self.

The model presents a framework for perceiving self in completeness or symmetry. The symmetrical person, or the complete individual, has seven facets of being for consideration in an educational program. These facets are: alive, purposive, intelligence, loving, moral, truthful, and spiritual. Each facet has identifying attributes.

Attributes for the loving facet could be brotherly, sisterly, faithful. For truthful they could be honest, sincere, precise. For alive they could be vital, fresh, vibrant. Responsive, joyous, patient could be attributes for the spiritual facet. Individual, free, and perfectible could be qualities within the purposive facet. For moral, the attributes could be loyal, open and courageous! For intelligent, knowledgeable, judicious, and perceptive could be attributes. Such representative words define each of the seven facets and allow for delineation of a person's completeness, balance, or symmetry.

There is a plethora of literature in the field which urges a holistic perspective for education and deplores the imbalance that too often exists. (Borton, 1970; Brown, 1971; Ringness, 1975; Miller, 1976). There is also an abundance of literature to support the importance of self-perception as a consideration in the educational process. (Lecky, 1945; Rogers, 1961; Chodorkoff, 1954; Combs, 1967; Stains, 1965; Beretta, 1970.)

With a concern for the whole person and in an attempt to test the theoretical model of symmetry, a pilot study was initiated with

the Creativity Course. It is but one phase of an overall study in other university classes with the model.

Hypotheses

The investigator had two objectives: (1) to assess the effect of teachers learning and applying the Symmetrical Model with their pupils upon the self-perception of the teachers and (2) to note how teachers applied the model in their classrooms. The investigation, experimental in design, tested two hypotheses: (1) teachers who learn and apply the Symmetrical Model in learning experiences for their pupils will perceive themselves as more complete, balanced and symmetrical individuals (H_a), (2) experiences with the Symmetrical Model will reflect an equal number of positive and negative changes in the perceptions of teachers (H_o) with no significant difference in their self-image when given pre and post measures.

Population

The population consisted of four creativity classes with a total population of 111: (1) 31 graduate students who were all in-service teachers, kindergarten through grade twelve; (2) six undergraduate students who were all engaged in student-teaching; (3) 48 graduate and undergraduate students; (4) 26 graduate and undergraduate students.

Procedure

During the Fall of 1976, an instrument was developed to test attitudes towards self in the seven areas of the Symmetrical Model. The form was designed to assess perception of self as indicated by the emphasis students placed on each of the seven facets of symmetry as delineated in the Symmetrical Model. The survey employed a Likert-type continuum from the negative to the positive attribute with five possible choices; (1) Very negative; (2) Slightly negative;

(3) Neutral; (4) Slightly positive; (5) Very positive. Directions indicated that respondents were to mark the way they "actually" saw themselves and not the way they "should" or "could" see themselves; therefore, in considering the range from "deceitful" to "sincere", the selection could be "5", very sincere or "2", slightly deceitful. The student had 49 selections to make with seven for each facet of symmetry.

In the Summer Sessions of 1977 and 1978, the instrument was used as a pre-test and post-test measure at the first and last class sessions of the dual-level creativity courses. It was also used in the Spring 1978, semester with both the graduate and undergraduate classes.

Results

The results of the project were statistically analyzed by the use of the Wilcoxon Test for two correlated samples to measure the difference in self-perception concerning symmetry before and after learning and using the model with pupils. Four tables showing the statistical results are shown.

In accordance with its hypotheses which are basic to this investigation, analysis of the data as presented in Tables 1 through 4 disclosed these findings:

1. Analysis of variance indicates there was a significant difference in perceptions of students concerning completeness at the .01 level of significance in three of the groups, Groups 1, 3, and 4, as seen in Tables 1, 3, and 4 and at the .05 level of significance for the fourth group, Group 2, Table 2. The hypothesis (H_a) that teachers who learn and apply the Symmetrical Model in learning experiences for their

TABLE 1

WILCOXON TEST FOR TWO CORRELATED SAMPLES - GROUP 1
Graduate and Undergraduate Course Summer, 1977 "Creativity in the Classroom"

Subject	Pre	Post	Difference	Absolute Difference	Rank Difference	Signed Rank Difference
1	4.4	4.4	0	0	--	--
2	4.4	4.4	0	0	--	--
3	4.6	4.6	0	0	--	--
4	3.9	4.1	- .2	.2	12	- 12
5	4.4	4.7	- .3	.3	17	- 17
6	4.3	4.8	- .5	.5	26.5	- 26.5
7	3.8	4.5	- .7	.7	33	- 33
8	4.2	4.8	- .6	.6	30.5	- 30.5
9	3.8	3.8	0	0	--	--
10	3.4	3.4	0	0	--	--
11	3.3	3.1	+ .2	.2	12	+ 12
12	3.4	4.4	-1.0	1.0	40	- 40
13	3.3	3.9	- .6	.6	30.5	- 30.5
14	3.6	3.3	+ .3	.3	17	+ 17
15	3.8	4.6	- .8	.8	34.5	- 34.5
16	3.7	3.8	- .1	.1	5.5	- 5.5
17	4 3	4.7	- .4	.4	22.5	- 22.5
18	3.3	4.1	- .8	.8	35.5	- 35.5
19	4.1	4.7	- .6	.6	30.5	- 30.5
20	3.5	3.9	- .4	.4	22.5	- 22.5
21	3.8	4.3	- .5	.5	26.5	- 26.5
22	4.2	4.3	- .1	.1	5.5	- 5.5
23	4.4	4.7	- .3	.3	17	- 17
24	3.6	5.0	-1.4	1.4	41	- 41
25	4.2	4.3	- .1	.1	5.5	- 5.5
26	3.5	4.3	- .8	.8	35.5	- 35.5
27	3.5	4.4	- .9	.9	38.5	- 38.5
28	3.8	3.9	- .1	.1	5.5	- 5.5
29	3.8	4.7	- .9	.9	38.5	- 38.5
30	4.3	4.4	- .1	.1	5.5	- 5.5
31	4.1	4.5	- .4	.4	22.5	- 22.5
32	4.7	4.6	+ .1	.1	5.5	+ 5.5
33	4.3	4.4	- .1	.1	5.5	- 5.5
34	4.0	4.0	0	0	--	--
35	3.9	4.7	- .8	.8	35.5	- 35.5
36	3.9	4.3	- .4	.4	22.5	- 22.5
37	3.7	4.0	- .3	.3	17	- 17
38	4.0	4.5	- .5	.5	26.5	- 26.5
39	4.1	4.2	- .1	.1	5.5	- 5.5
40	4.5	4.8	- .3	.3	17	- 17
41	4.4	4.5	- .1	.1	5.5	- 5.5
42	4.2	4.7	- .5	.5	26.5	- 26.5
43	4.2	4.3	- .1	.1	5.5	- 5.5
44	4.1	4.1	0	0	--	--
45	4.1	3.9	+ .2	.2	12	+ 12
46	4.0	4.3	- .3	.3	17	- 17
47	3.7	4.3	- .6	.6	30.5	- 30.5
48	4.0	4.3	- .3	.3	17	- 17

T + = 46.5

T - = 812.5

TABLE 1

H_0: Population distributions for two matched groups are identical.

H_a: The distributions are not identical.

Decision Rule: Reject H_0 if W obs $\leq$ W critical

W obs = 46.5 $\leq$ W critical = 233

$\therefore$ Reject H_0

Conclude that the distributions are not identical at the .01 level of significance.

N = 48 2 tailed test

TABLE 2

WILCOXON TEST FOR TWO CORRELATED SAMPLES - GROUP 2
Undergraduate Course Spring, 1978 "Creativity in the Classroom"

Subject	Pre	Post	Difference	Absolute Difference	Rank Difference	Signed Rank Difference
1	3.82	4.53	-.71	.71	6	- 6
2	4.22	4.27	-.05	.05	1	- 1
3	4.43	4.82	-.39	.39	4	- 4
4	4.27	4.86	-.59	.59	5	- 5
5	4.76	4.82	-.06	.06	2	- 2
6	3.84	4.14	-.30	.30	3	- 3

T + = 0

T - = 21

H_o: Population distributions for two matched groups are identical.

H_a: The distributions are not identical.

Decision Rule: Reject H_o if W obs $\leq$ W critical

W obs = 0 = W critical = 0

$\therefore$ Reject H_o

Conclude that the distributions are not identical at the .05 level of significance.

N = 6 2 tailed test

TABLE 3

WILCOXON TEST FOR TWO CORRELATED SAMPLES - GROUP 3
Graduate Course Spring, 1978 "Creativity in the Classroom"

Subject	Pre	Post	Difference	Absolute Difference	Rank Difference	Signed Rank Difference
1	4.41	4.49	-.08	.08	7	- 7
2	4.27	4.55	-.28	.28	17	- 17
3	3.53	3.82	-.29	.29	18.5	- 18.5
4	4.43	4.47	-.04	.04	6	- 6
5	3.94	4.63	-.69	.69	27	- 27
6	4.78	5.00	-.22	.22	13	- 13
7	4.14	4.55	-.41	.41	25	- 25
8	3.92	4.10	-.18	.18	10.5	- 10.5
9	4.06	4.35	-.29	.29	18.5	- 18.5
10	4.45	4.47	-.02	.02	3.5	- 3.5
11	4.59	4.61	-.02	.02	3.5	- 3.5
12	4.04	4.22	-.18	.18	10.5	- 10.5
13	3.65	4.63	-.98	.98	31	- 31
14	3.69	3.70	-.01	.01	1	- 1
15	4.25	4.63	-.38	.38	23	- 23
16	4.59	4.61	-.02	.02	3.5	- 3.5
17	3.96	4.35	-.39	.39	24	- 24
18	3.41	4.16	-.75	.75	28	- 28
19	4.06	4.26	-.20	.20	12	- 12
20	3.67	3.57	+.10	.10	8.5	+ 8.5
21	3.31	4.21	-.90	.90	29.5	- 29.5
22	4.75	5.00	-.25	.25	15	- 15
23	3.96	3.86	+.10	.10	8.5	+ 8.5
24	4.04	4.37	-.33	.33	20	- 20
25	4.33	4.31	+.02	.02	3.5	+ 3.5
26	3.71	4.61	-.90	.90	29.5	- 29.5
27	4.39	4.63	-.24	.24	14	- 14
28	3.96	4.55	-.59	.59	26	- 26
29	3.98	4.33	-.35	.35	21.5	- 21.5
30	4.49	4.84	-.35	.35	21.5	- 21.5
31	4.47	4.73	-.26	.26	16	- 16

T + = 21

T - = 475.5

H_o: Population distributions for two matched groups are identical.

H_a: The distributions are not identical.

Decision Rule: Reject H_o if W obs $\leq$ W critical

W obs = 21 $<$ W critical = 118

$\therefore$ Reject H_o

Conclude that the distributions are not identical at the .01 level of significance.

N = 31 2 tailed test

TABLE 4

WILCOXON TEST FOR TWO CORRELATED SAMPLES - GROUP 4
Graduate and Undergraduate Course Summer 1978, "Creativity in the Classroom"

Subject	Pre	Post	Difference	Absolute Difference	Rank Difference	Signed Rank Difference
1	4.05	4.53	-.48	.48	18	- 18
2	3.84	4.45	-.61	.61	23	- 23
3	3.45	4.35	-.90	.90	25	- 25
4	4.04	4.08	-.04	.04	1	- 1
5	3.98	4.50	-.52	.52	20	- 20
6	3.57	4.10	-.53	.53	21	- 21
7	4.41	4.57	-.16	.16	9	- 9
8	4.27	4.41	-.14	.14	8	- 8
9	3.69	4.06	-.37	.37	14.5	- 14.5
10	4.00	4.55	-.55	.55	22	- 22
11	4.20	4.57	-.37	.37	14.5	- 14.5
12	3.94	4.06	-.12	.12	6	- 6
13	2.78	2.65	+.13	.13	7	+ 7
14	4.73	4.78	-.05	.05	3	- 3
15	3.71	4.00	-.29	.29	12	- 12
16	3.86	4.78	-.92	.92	26	- 26
17	4.41	4.61	-.20	.20	10	- 10
18	4.39	4.88	-.49	.49	19	- 19
19	3.88	4.16	-.28	.28	11	- 11
20	4.73	4.80	-.07	.07	5	- 5
21	4.24	4.29	-.05	.05	3	- 3
22	4.19	4.90	-.71	.71	24	- 24
23	4.51	4.84	-.33	.33	13	- 13
24	3.78	4.23	-.45	.45	16.5	- 16.5
25	4.27	4.22	+.05	.05	3	+ 3
26	3.84	4.29	-.45	.45	16.5	- 16.5

T + = 10

T - = 341

H_o: Population distributions for 2 matched groups are identical.

H_a: The distributions are not identical.

Decision Rule: Reject H_o if W obs $\leq$ W critical

W obs = 10 $<$ W critical = 75

$\therefore$ Reject H_o

Conclude that the distributions are not identical at the .01 level of significance.

N = 26 2 tailed test

pupils will perceive themselves as more complete, balanced and symmetrical individuals was supported by the data. The null hypothesis (H_a) is therefore rejected. Positive changes (toward the expressed perceptions of the students concerning completeness) were greater than negative changes (away from the expressed perception of the students concerning completeness).

a. Of the 48 students in Group 1, Table 1, a mix of both undergraduate and graduate students in a summer session class, who were administered the pre and post tests, 41 showed a change in that their post-test scores were higher than the pre-test scores. 38 or 41 students perceived themselves as more complete or symmetrical at the end of the course.

b. Of the six undergraduate students in Group 2, Table 2 who were engaged in student teaching experiences during an academic semester, all showed a change in that their post-test scores were higher than pre-test scores. Each perceived herself/himself as more complete or symmetrical at the end of the project.

c. Of the 31 graduate students, all in-service teachers in the creativity course during the academic semester in Group 3, Table 3, who were administered the pre and post tests, all showed a sign either positive or negative. Twenty-eight showed a change in that their post-test scores were higher than the pre-test scores.

Twenty-eight of 31 teachers perceived themselves as more complete or symmetrical at the end of the project.

d. Of the 26 graduate and undergraduate students in the creativity course during the Summer Session in Group 4, Table 4, who were administered the pre and post tests, all showed a sign either positive or negative. Twenty-four showed a change in that the post-tests were higher than the pre-test scores. Twenty-four of twenty-six students perceived themselves as more complete or symmetrical at the end of the summer session.

2. Of the 111 students in the four creativity courses, who were administered the pre and post tests 96 perceived themselves as more complete or symmetrical at the end of the project. The null hypotheses (H_0) that experiences with the Symmetrical Model will reflect an equal number of positive and negative changes in the perceptions of teachers at the end of the project may be rejected.

Discussion

Implications of this study indicate that use of the Symmetrical Model in Creativity classes can have a direct and decided influence upon improving teachers' self-image. This study revealed that students in a Creativity Course, when given the Symmetrical Model, for which to create learning opportunities and with direction, to apply them in their classrooms, receive a direct benefit for themselves in terms of self-perception. Although they used the model to create learning opportunities for students, they, too, learned. They saw themselves as more complete individuals as a result of their involvement.

Each student shared classroom results. The following is a compilation of the representative ways in which the University students responded concerning symmetry:

1. Helped children make wall size murals in the classroom for symmetry.
2. Organized thematic bulletin boards around the facets of symmetry.
3. Constructed collages and had children do the same for symmetry.
4. Wrote poetry and had children write poems concerning the attributes of symmetry.
5. Made posters and inspired children to make their own for the Symmetrical Model.
6. Developed original games related to symmetry and played them with children.
7. Created mobiles and hung them in the classroom as examples for ones children made concerning symmetry.
8. Took slides and showed slide presentations for the individual facets of symmetry.
9. Did video taping of childrens' role-playing situations for the attributes of symmetry.
10. Had children role-play examples of positive and negative behavior evaluated in terms of symmetry.
11. Created learning centers for individual facets of the model.
12. Wrote original stories for use with children and had children write their own incorporating attributes of symmetry.
13. Collected pictures for symmetry.
14. Collected quotations related to symmetry for discussion purposes.

15. Arranged popular songs within facets of symmetry.
16. Organized stories and literature selections within facets of symmetry.
17. Asked children to draw pictures for each facet.
18. Asked children to write annotated bibliographies for stories they read emphasizing attributes of symmetry in story characters.
19. Created "instant" bulletin boards on manila folders for use with small groups in discussing symmetry.
20. Made scrapbooks of people in the news who exemplified facets of symmetry.
21. Wrote original songs for symmetry and had children do the same.
22. Developed self-appraisal instruments for children in terms of symmetry.

Because the sample used in this study was limited to teachers or prospective teachers, and because the four classes were used as their own control in this pilot work, the results obtained apply only to them and should be considered preliminary conclusions needing further verification. Three conclusions, however, do appear to be warranted from this pilot project:

1. The Symmetrical Model for course content is reasonable and viable. Its application yields opportunity for creative projects on the part of teachers and their students.
2. Respondents to the model are able to discriminate between percpetions of completeness or incompleteness concerning symmetry in self.

3. Teachers can be helped to perceive themselves more completely by having them learn, as a part of their curricular offerings in a preparation program, a model for teaching symmetry and then asking them to share evidence of its application with their own students.

Summary

In The Journal of Creative Behavior for the Second Quarter of 1978, Paul Plowman stated, "Let us move with compassion and enlightenment toward a tomorrow in which the richest riches of our nations, our people, are perfected in all aspects of their being." Perhaps, the Symmetrical Model could offer some direction in this move. A two-fold impact is the implication of this pilot study. When teachers use the Symmetrical Model with pupils to perfect "all aspects of their being", it may be that teachers receive a residual benefit in their own self-making.

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